

**DEVELOPING STUDENTS' SPEAKING ABILITY BY SNOWBALL
THROWING TECHNIQUE AT ENGLISH LANGUAGE
EDUCATION DEPARTMENT OF
BRAWIJAYA UNIVERSITY**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by:
FITRI NUR LAILY
201610560211024

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
August 2018**

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Proposed by:

FITRI NUR LAILY
201610560211024

Has been accepted on
Thursday, 16th August 2018

Advisor I



Dr. Sri Hartiningsih

Advisor II



Dr. Sudiran



Head of Program Study



Dr. Hartono

THESIS

Written by:

FITRI NUR LAILY
201610560211024

Has been examined in front of examiners
On Thursday, 16th August 2018 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Dr. Sri Hartiningsih

Secretary : Dr. Sudiran

1st Examiner : Dr. Hartono

2nd Examiner : Dr. Estu Widodo

LETTER OF STATEMENT

I, the undersigned :

Name : **FITRI NUR LAILY**

NIM : **201610560211024**

Study Program : **Master of English Language Education**

Hereby, declare that :

1. The thesis entitled : **DEVELOPING STUDENTS' SPEAKING ABILITY BY SNOWBALL THROWING TECHNIQUE AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF BRAWIJAYA UNIVERSITY** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16th August 2018

The Writer,



FITRI NUR LAILY

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Malang, 16th August 2018

The Researcher,

Fitri Nur Laily

ABSTRACT

Nur Laily, Fitri. 2018. **Developing Students' Speaking Ability by Snowball Throwing Technique at English Language Education Department of Brawijaya University.** Master of English Language Education, University of Muhammadiyah Malang.

Supervisor: (I) Dr. Sri Hartiningsih, M.M (II) Dr. Sudiran, M.Hum

One of the important skills that should be mastered by students is speaking. However, teaching speaking in Indonesia confront many problems. Students worried about making mistakes because they feel shy and cannot think of anything, lacking exposure of English, low grammar mastery as the cause of a mother tongue used. In other hand, many teachers in Indonesia still implemented the conventional method of teaching such as grammar translation. The objective of this study is to develop students' speaking ability through snowball throwing technique at English Language Education Department of Brawijaya University.

This research design belongs to quasi experimental research design of non-randomized groups, which taken from the existing classes. There were 60 students participated in this study. They were divided into two groups, 30 students of D class was assigned as the experimental group and 30 students of C class was assigned as the control group. Pre and post-test were used to collect the data. The result of pre and post-test was analyzed by statistical procedures of IBM SPSS 16.0. Statistically the researcher analyzed it using the Kolmogorov-Smimov test, Levene's test and one-way anova.

The result of the post-test showed that the average score of the experimental group was higher (78.1383) than the control group (59.9920). Based on the research finding of the use snowball throwing technique, that can be seen from the result of the post-test, there were significant. Therefore, there was significant evidence to accept the alternative hypothesis.

Keywords: Speaking, Technique, Snowball Throwing Technique.

ABSTRAK

Nur Laily, Fitri. 2018. **Mengembangkan Kemampuan Berbicara Siswa melalui Teknik *Snowball Throwing Technique* di Departemen Pendidikan Bahasa Inggris Universitas Brawijaya.** Pascasarjana Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang.
Pembimbing: (I) Dr. Sri Hartiningsih, M.M (II) Dr. Sudiran, M.Hum

Salah satu keterampilan penting yang harus dikuasai oleh siswa adalah berbicara. Namun, pembelajaran berbicara di Indonesia menghadapi banyak masalah. Siswa takut membuat kesalahan karena mereka merasa malu dan tidak dapat berfikir apapun, kurangnya kesempatan berbicara Bahasa Inggris, rendahnya penguasaan tata bahasa yang disebabkan karena bahasa ibu. Di sisi lain, banyak guru di Indonesia masih mengimplementasikan metode tradisional dalam pembelajaran, seperti penggunaan *grammar translation*. Tujuan dari penelitian ini adalah untuk mengembangkan kemampuan berbicara siswa melalui teknik *snowball throwing technique* di Departemen Pendidikan Bahasa Inggris Universitas Brawijaya Malang.

Desain penelitian ini menggunakan desain penelitian kuasi eksperimental yang tidak diacak diambil dari kelas yang sudah tersedia. Ada 60 siswa yang berpartisipasi pada pembelajaran ini. Mereka dibagi menjadi 2 kelompok, 30 siswa dari kelas D sebagai kelompok eksperimental dan 30 siswa dari kelas C sebagai kelompok kontrol. Tes sebelum dan sesudah penelitian akan digunakan untuk mengumpulkan data. Hasil dari tes tersebut dianalisa sesuai dengan prosedur statistik menggunakan IBM SPSS 16.0. Secara statistik peneliti menganalisa menggunakan *the Kolmogorov-Smimov test, Levene's test dan one-way anova*.

Hasil dari tes yang dilakukan setelah penelitian menunjukkan bahwa rata-rata nilai kelompok eksperimental lebih tinggi (78.1383) daripada kelompok kontrol (59.9920). Berdasarkan temuan penelitian menggunakan teknik *snowball throwing technique* yang dapat dilihat dari nilai tes sesudah penelitian, ada peningkatan yang signifikan. Maka dari itu, ada bukti yang signifikan untuk menerima hipotesis alternatif.

Kata Kunci: Berbicara, Teknik, Teknik *Snowball Throwing Technique*.

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BACKGROUND OF THE STUDY

A survey was conducted by English Proficiency Index (EPI) in 2017, it found that English in Indonesia was falling behind other Asian countries. In this survey, eighty countries participated in this survey and found Indonesia posited in 39th falling behind Singapore (5th), Malaysia (13th), Philippines (15th) and Vietnam (34th). The survey used English components such as grammar, reading comprehension and vocabulary as their assessment indicators. Thus, it showed that the English language development in Indonesia was still low.

The fact that the English language in Indonesia was still low based on the survey above should not be considered easy especially when nowadays many Asian countries also worked out seriously to confront English challenge, for example ASEAN Economic Community (AEC). The aim of AEC which is just two years and will be held in 2020 is to require human resources who are ready to join in all aspects such as diplomacy, politics, science, technology and information, education, and popular culture (Crystal, 2003; Jenkins, 2003). English as the international language in the world made Indonesian took this language as a compulsory subject for education.

The government of Indonesia considered that Indonesian people need to develop English language as one of their communication language. Lauder (2008:2) found that the approximately of people in the world who communicate with English is one in four that they can communicate at a useful level. Whereas Kirubahar, Subashini and Santhi (2011) pointed out that nowadays the relationship between employability and mastering English is important. People need a skill to be an employee and can be employability. In Indonesia, many companies expected the job applicant with good ability specially to communicate orally although Indonesia in an expanding circle that English as a foreign language set by native speakers (Jenkins, 2003). The position of English in expanding circle is not use in society, means that English is not as a medium of communication whether at the official domains like government, the law courts and the education system, but English still as a priority to be taught as a foreign language (Simatupang, 1999:64).

One of the important skill that should be mastered by students is speaking skill which has different from other language skills. Ghiabi (2014) conclude that speaking requires to perform in public that need a lot of power when perform it. And also, this statement was supported by Ur (1996:121), Richards and Renandya (2004:201), Efrizal (2012:1), Afrizal. (2013:2) who concluded that speaking is one of important skill, because people who know a language are usually referred to as speakers of that language, the main skill needed to carry out a conversation, interaction where people almost speak everywhere and every day through English. However, Richards and Renandya (2004:201) found that there are a large percentage of the world's language learners who study English in order to develop proficiency in speaking. If the students can communicate using English, they can understand someone idea, opinion and information; interact with people around the world; and get job (Gard and Gautam, 2015; Harmer, 2003). Nunan (2003) states that teaching speaking aims to encourage students in producing sounds and sounds pattern which requires them to organize ideas in meaningful and logical ways with fluency. Alongside, Kayi (2006) states that in teaching oral language skills such as speaking, teacher has to provide maximum opportunity for students to speak the target language. Therefore, teacher has to involve students every speaking activity.

However, in Indonesia was found out the es=several problems that emerged in the teaching of speaking skill. Those problems were related to the teachers and students. Nevertheless, some researchers have already done the research related to this fact.

Some of the researchers conducted the research related to the students' aspects. Ur (1996) conducted a study on the difficulty of speaking competence. The results showed that the students were afraid of making mistakes because they felt shy and could not think of anything. In addition, Senel (2012) found the several problems when conducted the research about the teaching of speaking stated that the students had limited opportunity to practice their speaking. Both findings of researchers above were argued by Munjayanah (2004) and He & Chen (2010) conducted the study in Indonesia. Their results showed that students felt afraid of making mistake and anxious of their speech attract, so it was often

inhibited them to say things in foreign language. Moreover, they lacked of exposure of English, insufficient vocabulary, low grammar mastery as the cause of a mother tongue used (Astuti, 2017). From the findings above, there were some factors that causes difficulties in speaking English among EFL learners. These factors are related with students themselves. For example, clustering (how a speech combined into phrasal and not word by word); redundancy (expressing something more than what is needed); reduced forms (contraction, elision, reduced vowels, etc.); performance variables (how the students performs the target language in the way the native speakers perform it without hesitation); colloquial language (informal words, idioms, and expressions that are more suitable for speaking than for writing), rate of delivery (speaking in the proper speed); English pronunciation and interaction (stress, rhythm, and intonation), of which existence is important to apply the language learning (Brown, 2001:270). Hosni (2014) stated that lack of vocabulary mastery, many students cannot keep interaction going because of they do not have vocabulary. Rabab'ah (2015) also examined the causes of English speaking problems included, inadequate strategic competence and communication competence can be another as well for not being able to keep interaction going.

To be the teachers are not only to transfer the knowledge, but also they have to transfer it with effective way. From this statement, the teachers have to organize classroom, implement effective classroom instruction and work cooperatively with the students and colleagues (McCaughtry, Cothran, Kulinna, Martin and Faust, 2005). Afrizal (2013:3-4) found that the lack of teaching competence, such as many of the teachers in Indonesia still implemented the conventional method in teaching such as grammar translation, audio lingual and direct method in which they tended to directly ask the students to create and memorize dialogues without giving enough time to practice together and take part in speaking activities. The teachers in this approach did not give opportunity to students understand first and discuss, so it will be the obstacle of speaking development.

Therefore, the teacher used Bahasa Indonesia (L1) when teaching English. Warsono and Mujiyanto (2015) conducted a research in Indonesia showed that,

the use of Bahasa Indonesia (L1) in English classroom (L2) could not be avoided. It is happened because Bahasa Indonesia (L1) as a tool to help the teachers easier when clarifying the instruction and understanding which some the students may mishap. But, teachers used too much L1, it may cause dependence on linguistic transfer, failure in observing L2 equivalence, oversimplification in translation and reluctance to speak English.

Zacharias (2003:74) reported that, 80% respondents agreed the using of mother tongue in English classroom. While, only 20% of the respondents agreed that only English language that can use in English classroom. However, every respondent has some reasons why mother tongue should be used in English classroom, such as for 'explaining new words' (62%), 'checking students' understanding' (55%) and 'explaining new grammar concepts' (50%). When the teacher explaining new grammar concept using L1 to students it will facilitate the students' understanding faster. However, the students needed to give much exposure to produce the target language, so too much use of L1 will limit the students' opportunities of English exposure.

Based on those problems above, the researcher decided to use snowball throwing technique. According to Suprijono (2013:128), the snowball throwing technique used to train students to be more responsive to receive messages from other students in the form of snowballs made of paper and to convey messages to friends in their group. Whenever student gets the paper ball from another student, he/she has to answer the question written on the paper ball. Based on the explanation above, the researcher interested in develop the snowball throwing technique to the students' speaking ability at Brawijaya university, because it is the eighth in Indonesia. So that, the researcher conducted a research entitled "Developing Students' Speaking Ability by Snowball Throwing Technique at English Language Education Department of Brawijaya University".

Research Question

From the background of the study above, the research question is: How does snowball throwing technique develop students' speaking ability at English Language Education Department of Brawijaya University?

Hypothesis

From the problem of the study above, the hypothesis of the study is:

Ho: Null hypothesis; there is no a significant improvement of students' speaking ability through the snowball throwing technique at English Language Education Department of Brawijaya University.

Ha: Alternative hypothesis; there is a significant improvement of students' speaking ability through the snowball throwing technique at English Language Education Department of Brawijaya University.

REVIEW AND RELATED LITERATURE

Speaking

Definitions of Speaking

Speaking is the activity between the speakers and listeners to express their ideas orally. In other words, the activity of speaking is an activity of delivering the message that listener should be able to understand. The speaker can produce the sounds that involve the messages and the listener can receive, process and response the messages. There have been many definitions of speaking. Chaney and Burk (1998:13) define speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Further, Byrne (1998:8) argues that speaking as two-way process between speaker and listener which involves the productive skill of speaking and the receptive skill of understanding.

Rivers (1978:162) states that through speaking someone can express her or his ideas, emotions and reactions to another person or situation and influence another person. Furthermore, someone can communicate or express what he or she wants from other and response to another speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in case that the message is being understood by the listener. Further, according to Brown (1987:2), in all communication or conversation activity, two people are exchanging information or they have a communication or conversation skill. It means that the reason for the people to communicate with other is to tell people something, which they do not know or to find something out from other people.

So, speaking is the process of expressing and sharing the ideas, opinions, thoughts from the speaker to the listener orally.

Functions of Speaking

The functions of speaking are classified into three types (Brown and Yule, 1983:2); they are talk as interaction, talk as transaction and talk as performance. Talk as interaction is the circumstance which requires speaking in a natural way as well as it is requested to build communication service; Talk as transaction refers to the situations focused on what is being said or done; Talk as performance refers to the public speaking who transmits the information to the audience such as morning talk, public announcements and speeches.

Characteristics of Speaking

Ur (1996:120) states that the characteristics of a successful speaking activity, they are: 1. Learners talk a lot means that the students better to talk a lot in the classroom; 2. Participation is even means that all students can join the classroom discussion, so they get the same chance to talk; 3. Motivation is high which means that the students have high motivation to speak, whether they are interested in the topic or they want to achieve the objective of the material; 4. Language is an acceptable level means that the students can express the relevant utterances, so it will easily to understand and accept by the other.

Teaching Speaking

Speaking is a very demanding activity for all ages of learners especially in a foreign language. It is because the speaker needs to find the most appropriate words to convey meaning precisely, fluency and accurately, so the listener understands what the speaker says (Cameron. 2001:40). Furthermore, according to Hughes (2003), the teaching and learning of speaking is the development of the ability to interact successfully in that language and this involves comprehension as well as production. Speaking practice starts with practicing and drilling set phrases and repeating models. It can also define as the way of communicating with others in situations where spontaneous contributions are required. Therefore, fluent speakers have to learn not only about the language but also the appropriate things to say in certain situations.

Principles of Teaching Speaking

There are some principles of teaching speaking based on Brown (2000:275-276):

1. Focusing on fluency and accuracy (depending on lesson/activity objective)

Accuracy is the extent to which students' speech appropriate what people actually say when they use the target language. Fluency is the extent to which the speakers use the language quickly and confidently with few hesitations, false starts, word selection, etc. In this principle, the teacher has to ensure the task has a linguistic (language-based) objective and utilize the students' opportunity to perceive and use the building blocks of language.

2. Using intrinsically motivating techniques based on student goals and interests

The principle aims to appeal students' ultimate goals and interests to their need for knowledge, status, achieving competence and autonomy and for "being all that they can be". Even those techniques do not make students into happiness but help them to know how importance the activity. The Students often do not know why teacher asks them to do certain things, it usually gives to tell them.

3. Using authentic language in meaningful contexts

It is uneasy to do the activity in the classroom like grammar exercises where the teacher walks around the room and calls the students one by one to pick the right answer. It consumes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a teacher's resource material, it can be done.

4. Providing appropriate feedback and correction

It is important that teacher understand the knowledge of English to give the correct of corrective feedback that is appropriate for the students.

5. Optimizing the natural link between listening and speaking

The teacher can integrate these two skills. Although teacher only focuses on speaking goals, listening goals may naturally coincide and the two skills can strengthen each other. The skills in producing language are often initiated through comprehension.

6. Giving students the opportunity to initiate oral communication

Part of oral communication competence is the ability to initiate conversation, to propose topics, to ask questions, to maintain conversations and to change the subject. It is better if the teacher has allowed the students to initiate language.

7. Developing speaking strategy

Teacher makes students become conscious of and have a chance to practice, such strategies as: asking for clarification (What?), asking someone to repeat something (Pardon me?), using fillers (Uh, I mean) to get time to process, using conversation maintenance cues (Uh-huh, right, yeah, ok, hmm), getting someone's attention (Hey, say, so), using paraphrasing for structures one can't produce, appealing for assistance from the interlocutor, using formulaic expression, using mime and non-verbal expression.

Assessing Speaking

Assessment is the vital part of teaching and learning process. Assessment is used for measuring the students' understanding during the process. This statement supports by Bachman (1990:297) that assessment is often considered as an important instructional step. The way the learners are taught and activities carried out in the classroom is greatly influenced by assessment. Further, Fletcher (2003:208) says that the success of a learning program is commonly determined by the result of assessment.

Components of Testing Speaking

Nunan (1999) defined the five components of testing speaking skills as follows:

1. Grammar

Test-takers are assessed on how to control its usage within sentences; to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2. Vocabulary

The range, precision and the usage of vocabulary features in a conversation used by test-takers to indicate the level of how proficient they are.

3. Comprehension

Comprehension covers the understanding of the context of the conversation and able to give appropriate response according to the question.

4. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitations in choosing words.

5. Pronunciation

The errors that occur frequently in pronouncing the words become one of the criteria of assessment.

6. Task

Task deals with finishing the command given during the speaking test. Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes.

Snowball Throwing Technique

Definitions of Snowball Throwing Technique

Snowball throwing technique is a paper that forms like a snow ball, inside the paper there is a question that has to answer. Istarani (2012:92) defines snowball throwing technique as a set of material presentation. Furthermore, Isjoni (2012:34) states that snowball throwing technique is the learning technique in which using the question ball from the paper that rolled as a ball and thrown for the other group. While, Sunistini et al (2011:3) define snowball throwing technique is a technique that can use to give concept about the difficult material to the students and it is can use to know the students' knowledge and understanding about that material. According to Ministry of National Education (2001:5), snowball throwing technique is the effective learning recommended by UNESCO, those are: learning to know, learning to do, learning to live together, learning to be. preceded by conveying the materials.

Functions of Snowball Throwing Technique

Snowball throwing technique creates a good atmosphere, where the students are prosecuted to active and cooperate with their groups to answer the questions from the other group. Priyasudiarja and Purwaningsih (2014:238)

elaborate that snowball throwing technique has the function to make the class atmosphere more life and this game can help student revising the structure of the sentence after teacher explains the material. Meanwhile, according to Giyoto (2013:48), snowball throwing technique can make the teaching learning process more attractive, increasing the readiness of students and students can exchange their knowledge to each other in group discussion. The learning environment and management system of cooperative learning when using the snowball throwing technique provides opportunities for democratic learning, enhance the appreciation of students for academic learning and changing norms related to achievement, prepare students to learn using collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive dialogue, create a positive socio-emotional climate, facilitate learning to live together, foster productivity in a group, changes the role of teachers from being center stage performers to choreographing group activities and raises awareness of the importance of learning as one of the social aspects of the individual (Slavin, 1991:90; Suprijono, 2013:128).

The Steps of Snowball Throwing Technique

Suprijono (2013:147) and Istarani (2012) explain the steps for implementing snowball throwing technique are as follows. First, the teacher delivers the topic. Second, the teacher puts the students into groups. Third, the teacher calls up the group leaders and explains the materials to them that they have to relay to the members of the own groups. Fourth, after the group leaders' re-explanation their members with what the teacher has told them, each student in the group then writes a question related to the materials on a piece of paper which she/he then rolls into a ball. Fifth, she throws her ball to another student in her group who must read out aloud the question in the ball and then verbally answer it.

The Advantages and Disadvantages of Snowball Throwing Technique

There are some advantages of using snowball throwing technique (Shoimin, 2014:176; Suprijono, 2013:128; Istarani, 2012:93):

1. The class atmosphere becomes enjoyable because the students play by tossing the paper ball to other students.
2. Students have the opportunity to develop their ability to think because they are given the opportunity to create the questions and given to other students.
3. It improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.
4. The student is ready with a wide range of possibilities because students do not know about the question that made by their friends.
5. Students can be active in the learning process.
6. The teacher does not make media because the students directly involved in the practice.
7. The learning process is more effective.
8. The three aspects of cognitive, affective, and psychomotor can be achieved.
9. Snowball throwing technique is also able to increase the speaking ability of students because in these activities they will have different roles including having to speak. This means that they do not have to take the same responsibilities all the time since in this technique the students should formulate and answer questions properly and correctly.

According to Shoimin (2014:178) and Istarani (2012:93) there are some disadvantages of using snowball throwing technique:

1. It depends on the students' ability to understand the material so that the students only mastered slightly. It can be seen from the questions made by the students only about the material that has been described, or the examples of questions that have been given.
2. The explanations from the group leader sometimes are not as clear as that given by the teacher, as a result the members of a group may not understand the explanations given by their group leader because the group leader has forgotten some information or even because she is unable to explain the STT clearly.

3. There is not personal quiz and group reward so when grouping the students are unmotivated to work together. But it is possible for teachers to give the personal quiz and group reward.
4. It takes a long time.
5. Classes are often noisy due to the group created by the students.

Review of Previous Studies

There are some previous studies from undergraduate thesis and journals. Ambarwati (2013) investigates the implementation of snowball throwing games in improving students' activity class XI-3 accounting. She used classroom action research (two cycles). The findings showed is the level of students learning activity can increase with the implementation of snowball throwing games technique in accounting learning process. It was looked from the total score of students' activity that attains to 75%. While, Wahyuni (2016) investigated the use of snowball throwing game of student writing skill on a descriptive text by describing the implementation of snowball throwing and identify the improvement of students writing skill on descriptive text. She used classroom action research too. The findings showed that the implementation of snowball throwing game can improve students' writing skill on descriptive text and students' positive activity in English class.

The research above investigated the implementation of snowball throwing. The difference is only in the instruments. The first research used observation sheets and filed notes, while the second researcher did not use field notes. The other difference is the criteria for success that the first researcher used 75% and the second researcher used Minimum Mastery Criterion (KKM) of English lesson that is 66,75.

The next is the previous studies from journals. Gani, Yusuf and Erwina (2017) investigated the effectiveness of snowball throwing technique in teaching reading comprehension. This was conducted in a quasi-experimental research method. The results showed that there was significant improvement by implemented snowball throwing technique in teaching reading comprehension. This technique has shown that the activities could build the students' ability in reading comprehension and further increase their social interactions among peers.

Putri and Nurdiawati (2017) investigated the effectiveness of snowball throwing in teaching writing procedure text on the seventh-grade students. It was true experimental research method. The researcher was found that mean of experimental class was 84.95 which were higher than control class 77.72. Then the result of the mean of post-test of experimental class was 84.95 which were higher than pre-test 66.95. It could be concluded that snowball throwing was effective in teaching writing procedure text on the seventh-grade students. Susanty (2016) investigated use of the snowball throwing technique for teaching better ESL speaking. It was employed in true experimental research. The researcher found that the students who were taught by using the snowball throwing technique have a better performance than those who were not. As a follow up for this research, it is suggested that English teachers should use various techniques in teaching. In teaching speaking, the snowball throwing technique can be an alternative technique to be applied by the teachers.

The preliminary research journals investigated the same research of snowball throwing technique, but the focus of the skill was different, like: the first journal about reading, then writing and the last is speaking. Overall all the researcher agreed that snowball throwing technique is one of the effective technique that applied in teaching and learning English. While in this research, the researcher prefers to be focused on the snowball throwing technique of students' university speaking ability development. The aim of this research is to examine whether there is or is not a significant improvement of students' speaking ability through the snowball throwing technique at English Language Education of Brawijaya University.

RESEARCH METHOD

Research Design

Research can be defined as scientific and systematic activities to reach certain conclusions by defining and redefining problems, formulating a hypothesis and collecting, organizing and evaluating data (Kothari, 2004:1-2). Furthermore, Polit, Hungler and Beck (2001:167) define research design as the researcher's activity to answer the problems or to test the hypothesis. This research belongs to experimental research. Experimental research design is a research method that is

used to test an idea determines their effect on an outcome or dependent variable (Creswell, 2009:295). In this research, the researcher used quasi experimental research design because the researcher used the existing class. Quasi experimental research design consisted of pre and post-test design for the control and experimental group to identify the improvement of students' speaking ability through snowball throwing technique at English Language Education Department of Brawijaya University.

There were two groups in quasi experimental research design, they were control and experimental group that were not chosen randomly. Those groups were tested before and after the treatment under the investigation that has been administered to the experimental group (Singh, 2006:137). In order to get the data, the researcher gave pre and post-test to know the condition whether there is a difference between experimental and control group. The test that was used in this research was subjective speaking test based on the topic card around two until three minutes. So, the students chose the topic first then talk based on the topic orally.

Table 3.1 Quasi experimental procedure adapted from Creswell (2009:220)

Quasi Experimental Design Procedure:			
Select Control Group (selected without random assignment)	Pre- test	Conventional teaching technique	Post- test
Select Experimental Group (selected without random assignment)	Pre- test	Experimental Treatment (Snowball throwing technique)	Post- test
Research Variable			

An attribute, concept, image or perception that can be measured by researcher is called as the variable (Kumar, 2011:71; Creswell. 2009:13). This research consisted of two variables, they were independent and dependent variable. Independent variable is the variable that affects to the other variables. Meanwhile, dependent variable is the variable that is affected or the outcome or changes brought by independent variable (Kumar, 2011:75). The independent variable of this research was the implementation of snowball throwing technique. Meanwhile, the dependent variable of this research was the students' speaking

ability at the second semester of English Language Education Department Brawijaya University.

Research Participant

Population

Population is all subjects in the research (Arikunto, 2010:173). According to Burns and Grove (2003:43) all cases or elements that meet with certain criteria in the study are population. The population of this research was the students at the second semester of English Language Education Department Brawijaya University in academic year 2017/2018 which consist of five classes, A until E class. The total of the population was 150 students.

Sample

Sample is the process to select the unit from population. Arikunto (2010:174) illuminates that sample is the representative of who are researched. While, Burns & Grove 2003:233; Polit & Hungler 2004:290 define sample as a subset of population that choose to participate in the research. The sample of this research was two classes from second semester of English Language Education Department Brawijaya University in academic year 2017/2018. Every class consist of 30 students, so the total of the sample was 60 students.

The researcher used purposive sampling to choose two classes. Purposive sampling is the way to choose sample by judgement that provide best information to achieve the objectives of the study (Kumar, 2011:189). In this case, the judgement belongs to the researcher herself or the lecturer who has the best position to provide the researcher needed information. In this research, A and E classes were chosen as the sampling in the preliminary study because the students had less the speaking ability.

Research Instrument

Research instrument is the equipment or tool that is used by researcher in order to collect the data. Arikunto (2010:192) defines research instrument as the equipment used to collect the data. As an experimental research, the researcher used subjective speaking tests to identify the students' speaking ability. The speaking tests belongs to oral test that consist of pre and post-test. Pre-test is a test which is given before doing the treatment (snowball throwing technique), while

post-test is a test which is given after doing treatment (snowball throwing technique). Those tests were given to know the students' speaking ability before and after the treatment (snowball throwing technique). In this research, the researcher gave the opportunity to the students to choose the topic then talk related to the topic orally around two until three minutes (see appendix 1).

Validity and Reliability

Validity

Validity is the most important characteristic to test or to examine what will be tested or measured. Meanwhile, Roos (2005:39) stated validity as the most important characteristic when constructing or selecting a test. The purpose of test validity is to get the valid data. In this research, content validity used to measure the content of the instrument that were intended in the test before given to the students. The topic of the speaking test will be equal what is given and tested in the classroom discussion. The researcher did the validity testing of the speaking test because the researcher wanted to know whether the test is appropriate or not with the objectives of the test.

Reliability

Reliability is the basic of the test scores which gives consistent results (Roos, 2005:41). This reliability aims to know the consistency between the scores and the instruments (Creswell, 2014:206 and Borg & Gall, 2003). It means that, are the scores stable when the instrument did second time. Inter rater needed to keep the consistency of the students' scores that will be known. Same qualification and competency in doing the scoring is important to make the test reliable. In this research, the researcher used the speaking scoring rubric from Heaton (1988:100) for each individuals or groups whether to know their speaking ability before and after the treatment (snowball throwing technique) and the researcher did two times for pre and post-test. Then, the total scores from raters were divided into two to get the average score of the students to keep the consistency of the students' speaking scores.

Data Collection Technique

There are several techniques of collecting the data, they are consisting of:

1. Speaking Test

Speaking test is a subjective test that related some questions which is used to measure the speaking competence, knowledge, intelligence and ability of talent which is possessed by individual or group to collect the data. The aim of speaking test is to know the students' score results by using snowball throwing technique.

The researcher used two types of speaking test in this research. They were pre and post-test. Pre and post-test were intended to investigate the students' speaking ability before and after the treatment.

a. Pre-test

Richard and Schmidt (2010:447) defines pre-test as a test that is given before learning has existed. Before doing the experiment, the researcher gave the pre-test to the students, to know their speaking ability. Pre-test was given to the experiment and control group in the same way by talk based on the topic that students choose around two until three minutes. The topic of speaking test was related with real life, so the students will easy to talk according to the topic that they get. This pre-test will do in the first meeting.

b. Post-test

Richard and Schmidt (2010:447) defines post-test as a test which is given after learning. Post-test is given to the experimental and control group. This test is given in order to know the score of students' achievement after the treatment of using snowball throwing technique for experimental group and conventional teaching technique for control group. The researcher gave same level of the test like pre-test to know the improvement of the scores before and after the treatment (snowball throwing technique) by talking orally related to the topic that related with real life. While, the researcher used the scoring rubric from Heaton (1988:100) to assessing the students' speaking skills (see appendix 6).

2. Treatment

The treatment for the experimental and control group applied in eight meetings using snowball throwing technique. The experimental group used

snowball throwing technique for the treatment and the control group used conventional teaching technique as the treatment. It will show in the table below:

Table 3.2 Treatment for the experimental and control group

Meetings	Experimental Group (with snowball throwing technique)	Control Group (conventional teaching technique)	Time allotment
1st 25th April 2018	Pre-test	Pre-test	2 x 75 minutes
2nd 2nd May 2018	√	√	2 x 75 minutes
3rd 9th May 2018	√	√	2 x 75 minutes
4th 16th May 2018	√	√	2 x 75 minutes
5th 23rd May 2018	√	√	2 x 75 minutes
6th 25th May 2018	√	√	2 x 75 minutes
7th 30th May 2018	√	√	2 x 75 minutes
8th 6th June 2018	Post-test	Post-test	2 x 75 minutes

The lesson plan of the activity provided in the Appendix 1.

The steps in the experimental group when doing the treatment as follows:

1. In the first meeting of the experimental group, the researcher opened the class and gave the students instructions before doing the pre-test.
2. Students came forward to take the lottery. The topic written inside the lottery.
3. Every student talked around two until three minutes related to the topic.
4. The next meeting until the seventh meeting, the researcher taught speaking skill by using snowball throwing technique. During the teaching, the material used based on the lecturer's lesson plan. The steps when used snowball throwing technique as follows:
 1. The researcher divided the class into six groups.
 2. Every group established the chairman by their self.
 3. All chairman came forward to listen the researcher's explanation about the material.
 4. The chairman explained the material to their members.

5. After that, every student wrote a question related to the material on a sheet of paper.
 6. Then, the students made the paper into a ball.
 7. Every student tossed the paper to other student.
 8. Then, every student answered the question that written in a ball.
 9. After the students answered the question, the researcher did the evaluation and close the activity.
5. The last meeting, the researcher gave the instructions like pre-test for post-test.

The steps in the control group when doing the treatment as follows:

1. In the first meeting of the control group, the researcher opened the class and gave the students instructions before doing the pre-test.
2. Students came forward to take the lottery. The topic written inside the lottery.
3. Every student talked around two until three minutes related to the topic.
4. The next meeting until the seventh meeting, the researcher taught speaking skill by conventional teaching technique. The steps as follows:
 1. The researcher explained the material to the students.
 2. The students listen it
 3. Then, the researcher gave them a text.
 4. The students read and memorized the text.
 5. After that, every student came forward to tell the story according to the text.
 6. After the students told the story, the researcher did the evaluation and close the activity.
5. The last meeting, the researcher gave the instructions like pre-test for post-test.

Data Analysis

After getting the data, the researcher counted the data by using one-way anova to examine the differences of the pre and post-test between experimental and control groups. SPSS 16.0 was used in performing one-way anova. After that,

the researcher made a decision about null hypothesis whether the null hypothesis was rejected or not.

FINDINGS AND DISCUSSION

Research Findings

The Result of Validity Test

The experts measured the validity of speaking test for pre and post-test between control and experimental group by ticked the statements. There were 6 statements, for example: Is the prompt test clear?; Is the topic in the test appropriate?; Does the scoring rubric already assess the speaking aspects?, etc. The experts ticked yes for all the statements, meaning that they agree if the test already clear and appropriate. In other hand, the experts also agree that the scoring rubric already assess the speaking aspects, the description of the scoring rubric was clear and the weight of each aspect already balanced. In conclusion, the test that used by the researcher was valid.

The Result of Reliability Test

The researcher intended to use Cohen's Kappa to analyze the data obtained from the scores of the raters in order to know the chance agreement. It was taken from the students' speaking scores into two groups. The result of the reliability test can be seen in Table 4.1.

Table 4.1 The Reliability Statistics

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	.699	.135	4.416	.000
N of Valid Cases	20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Therefore, table 4.1 showed that the result of Cohen's Kappa was .699 that represented a good strength of agreement. Furthermore, the sig was .000 which

less than .05. The kappa (K) coefficient is statistically significant different from zero. It can be concluded that, the result was reliable.

The Result of Pre-test Analysis of the Control and Experimental Group

The researcher intended to use One Way ANOVA to analyze the data obtained from the result of pre and post-test of control and experimental groups. The pre-test was administered before the treatment to get the main data. It was taken from the students' speaking scores into two groups. The control group was treated by conventional teaching technique, meanwhile the experimental group was treated by using snowball throwing technique.

The pre-test was conducted on Wednesday, 26th April 2018 at 15.20-17.00 a.m. for the control group and at 09.40-11.20 a.m. for the experimental group. The result of the pre-test for both groups can be seen in Table 4.2.

Table 4.2 The pre-test score

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Speaking Scores	Pre-test control group	30	54.8097	12.01186	2.19305
	Pre-test experimental group	30	54.4367	10.86124	1.98298

Therefore, the result of the pre-test showed that the average score of the experimental group and control group were 54.8097 and 54.4367. It can be concluded that, from the statistical viewed that the result of pre-test analysis across the groups were equal.

Table 4.3 One Way ANOVA

ANOVA					
Speaking Scores					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.087	1	2.087	.016	.900
Within Groups	7605.289	58	131.126		
Total	7607.375	59			

Table 4.3 shows that the significance was .900 more than 0.05, means that there were not significant differences of speaking scores between the control and experimental groups.

Normality and Homogeneity Data

In the implementation of one-way anova, the data must meet the requirements of normality data and homogeneity.

Normality Data

The data of normality data was an experimental research in order to find out the normality of data distribution. The test was measured by using the Kolmogorov-Smimov test. The criteria of normality data were analyzed by using the general level of significance in the Kolmogorov-Smimov scale. The criteria of the significance were stated in the formulas: (1) if $\text{Sig} \geq .05$ it is normal, (2) if $\text{Sig} \leq .05$ it is not normal. The hypothesis of the data normality testing was formulated as follows:

H0: the data distribution is not normal if $\text{Sig} \leq .05$

H1: the data distribution is normal if $\text{Sig} \geq .05$

The result of the normality test using the Kolmogorov-Smimov test was shown in Table 4.4.

Table 4.4 The result of normality test of the pre-test between control and experimental group could be seen in the table bellows:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	11.57441119
	Absolute	.140
Most Extreme Differences	Positive	.140
	Negative	-.089
Kolmogorov-Smirnov Z		.769
Asymp. Sig. (2-tailed)		.595

a. Test distribution is Normal.

Based on the table above, it was found there was the significance level of pre-test was .595 between control and experimental group. Those level was higher than the significance level .05.

Table 4.5 The result of normality test of the post-test between control and experimental group could be seen in the table bellows:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	10.29503491
Most Extreme Differences	Absolute	.162
	Positive	.162
	Negative	-.129
Kolmogorov-Smirnov Z		.888
Asymp. Sig. (2-tailed)		.410

a. Test distribution is Normal.

Based on the data normality testing, it was found there was the significance level of post-test was .410 between control and experimental group. As a result, those levels were higher than the significance level of .05. The table showed that the test score distribution was normal, and there was not enough evidence to reject null hypotheses.

Homogeneity Data

Homogeneity data in an experimental design was intended to measure the differences or similarities across the groups. The criteria of the significance level were stated in the formulas: (1) H_0 if $\text{Sig} \geq .05$ it is homogeneous, (2) H_1 if $\text{Sig} \leq .05$ it is not homogeneous. To see the result of the homogeneity pre-test score, it could be seen in the table 4.4.

Table 4.6 Levene's test of the homogeneity of variances

Test of Homogeneity of Variances			
Speaking Scores			
Levene Statistic	df1	df2	Sig.
.373	1	58	.544

As shown in Table 4.6 that the significance value was .544 which higher than $\alpha = .05$. Thus, it can be inferred that the variances between the experimental and control group were homogeneous assumed equal prior to the treatment.

The data already met the requirements, which means that the data were distributed normally and homogeneous. Thus, the test can be continued by one-way ANOVA.

The Result of Post-test Analysis of the Control and Experimental Group

The post-test was administered after the experiment to get the main data. It was taken from the students' speaking scores into two groups. The control group was treated by conventional teaching technique, meanwhile the experimental group was treated by using snowball throwing technique.

The post-test was conducted on Wednesday, 6th June 2018 at 15.20-17.00 a.m. for the control group and at 09.40-11.20 a.m. for the experimental group. The result of the post-test for both groups can be seen in Table 4.7.

Table 4.7 The Summary of Post-test Score

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Speaking Scores	Post-test control group	30	59.9920	10.75556	1.96369
	Post-test experimental group	30	78.1383	8.74313	1.59627

Therefore, the result of the post-test showed that the average score of the experimental group was higher (78.1383) than that of the control group (59.9920).

However, the statistical viewed that the result of post-test analysis across the groups was significant difference.

Table 4.8 One Way ANOVA

ANOVA					
Speaking Scores					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4939.341	1	4939.341	51.418	.000
Within Groups	5571.608	58	96.062		
Total	10510.950	59			

Table 4.8 showed that the significance was .000 less than 0.05, means that there were significant differences in speaking scores between the control and experimental group. It is indicated that there was enough evidence to reject the null hypothesis since the significance difference was less than .05.

The alternative hypothesis (H_a) states that there was a significant improvement in students' speaking ability through the snowball throwing technique at English Language Education Department of Brawijaya University. The data were obtained from the post-test score which was computed by SPSS 16.0. It was used to compare the mean score of the post-test across the two groups.

The result of the analysis revealed that the students who were treated by using the snowball throwing technique performed significantly better than the students who were treated by conventional teaching technique. In this content, the use of snowball throwing technique gave a significant effect of the students' speaking improvement. In short, the statistical analysis result showed that null hypothesis was rejected and the alternative hypothesis was accepted.

Discussion Related Finding

Based on the research finding of the use snowball throwing technique, statistically the result of this research finding support the previous study. It can be seen from the result of the post-test, there were significant differences in students' speaking ability through the snowball throwing technique of the experimental

group. Therefore, there was significant evidence to accept the alternative hypothesis.

The result of this research was in line with the researchers, Ambarwati (2013) and Wahyuni (2016) who conducted a study on the implementation of the snowball throwing technique. The result showed the snowball throwing technique could enhance the students score and it reached the minimum criterion although they used this technique for taught accounting and writing descriptive text. Therefore, it can be concluded that students' ability can be improved through snowball throwing technique.

Other researchers who conducted this study by Gani, Yusuf and Erwina (2017), Putri and Nurdiawati (2017) and Susanty (2016) related to snowball throwing technique. This technique was technique that can be used by the teacher to increase the students' ability easier. It gave several positives outcomes in the teaching of speaking by using snowball throwing technique where the class atmosphere become enjoyable and challenging activity because the students played by tossing the paper with their friends and they reflected on the answers the questions spontaneously. Putri and Nurdiawati (2017) suggested that snowball throwing technique was one of the effective technique that could be applied in the teaching and learning of English speaking. Nevertheless, the researcher found out the students who were taught by using this technique have a better performance than those who were not. As a result, English teachers should be demanded to utilize various technique in teaching and the snowball throwing technique was considered to be an alternative technique in the teaching and learning process (Susanty, 2016).

CONCLUSION AND SUGGESTIONS

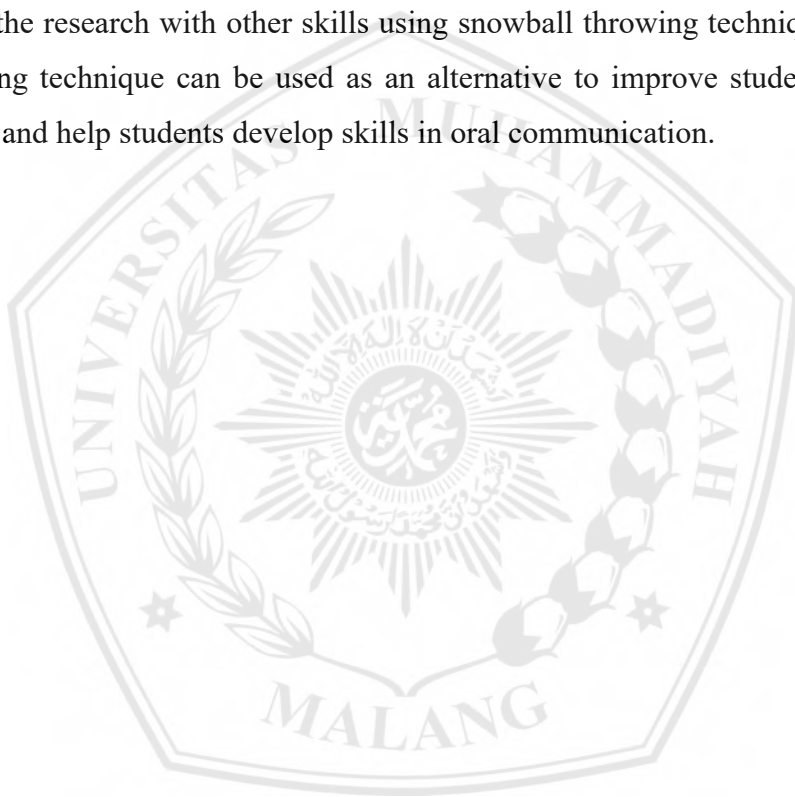
Conclusion

This study examined the development of students speaking ability through the snowball throwing technique. The statistical finding showed that the students who were taught using snowball throwing technique have significantly difference on speaking ability than those who taught without snowball throwing technique by talking according to the topic. However, the general result of the post-test

indicated that the experimental score was higher than the control group. It means that, the null hypothesis was rejected and the alternative hypothesis was accepted.

Suggestions

Based on the research finding, some suggestions are addressed to the further researcher and English teacher. For the further researcher, this research can be used as a starting point for other researcher on developing the students' speaking ability through snowball throwing technique. Particularly, the researcher recommends for the future researcher to use this research as an additional reference and as a comparative education research. The future researcher better doing the research with other skills using snowball throwing technique. Snowball throwing technique can be used as an alternative to improve students' speaking ability and help students develop skills in oral communication.



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Appendix 1: Pre and Post-test Questions of Speaking Skill

PRE-TEST SPEAKING SKILL

You will be given a topic card. You will have 2 minutes to prepare your talk and then you will need to give your talk to the teacher for 2-3 minutes. Most topics are stories about yourself or something that happened in your life.

1. Art

Describe a piece of art you like.

You should say:

- What the work of art is
- When you first saw it
- What you know about it
- And explain why you like it

2. Book

Describe a book you have recently read.

You should say:

- What kind of book it is
- What it is about
- What sort of people would enjoy it
- And explain why you like it

3. Communication

Describe a piece of advice you recently received.

You should say:

- When this happened
- Who gave you the advice
- What the advice was
- And explain how you felt about the advice

4. Daily Routine

Describe a time of the day you like.

You should say:

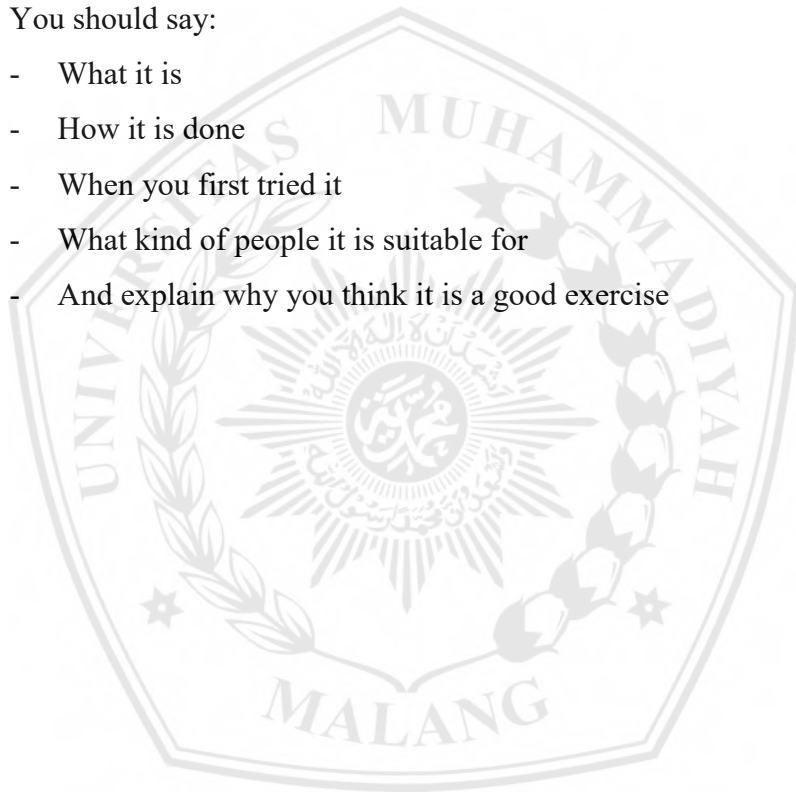
- What time of day it is
- What you do at that time
- Who you are usually with
- And explain why you like it

5. Exercise

Describe an exercise you know.

You should say:

- What it is
- How it is done
- When you first tried it
- What kind of people it is suitable for
- And explain why you think it is a good exercise



POST-TEST

SPEAKING SKILL

You will be given a topic card. You will have 2 minutes to prepare your talk and then you will need to give your talk to the teacher for 2-3 minutes. Most topics are stories about yourself or something that happened in your life.

1. Family

Describe a member of your family you get on well with.

You should say:

- Who it is
- What relationship you have to that person
- What that person is like
- What you do together
- And explain why you get on so well

2. Gift

Describe a give you recently gave to someone.

You should say:

- Who you have it to
- What kind of person he/she is
- What the gift was
- What occasion the gift was for
- And explain why you chose that give

3. Hobby

Describe an interesting hobby

You should say:

- What it is
- What kind of people do it
- How it is done
- And explain why you think it is interesting

4. Internet

Describe a useful website

You should say:

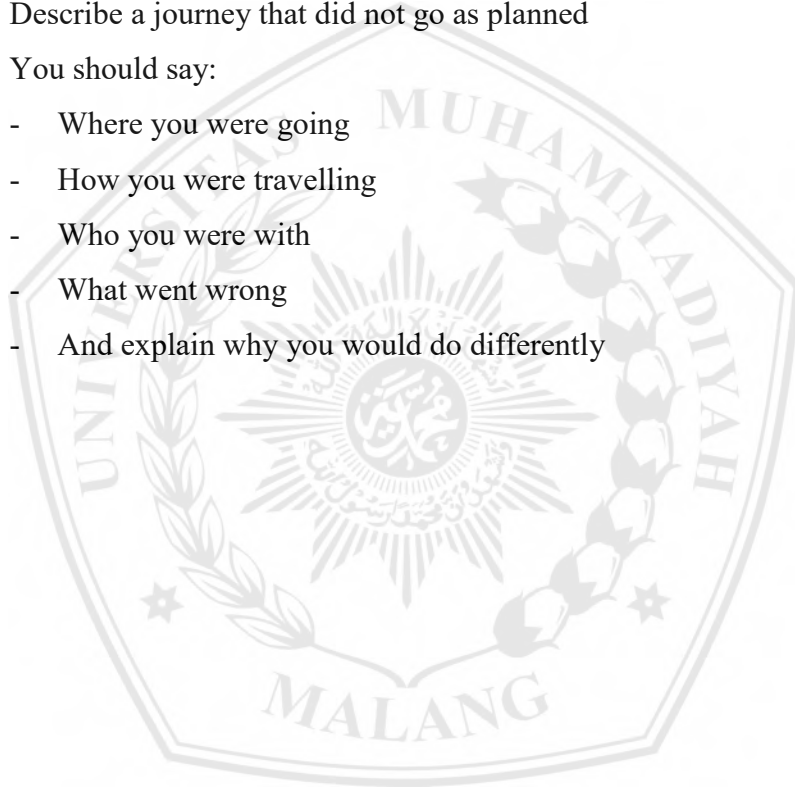
- What it is
- How often you visit it
- What kind of site it is
- What kind of information it offers
- And explain why you think it is useful

5. Journey

Describe a journey that did not go as planned

You should say:

- Where you were going
- How you were travelling
- Who you were with
- What went wrong
- And explain why you would do differently



Appendix 2: Students' Speaking Scores

STUDENTS' SPEAKING SCORES

Number	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
1	55.56	66.67	61.1	88.89
2	44.4	61.1	50	72.2
3	66.67	72.2	72.2	88.89
4	77.78	83.3	38.89	72.2
5	66.67	72.2	72.2	77.78
6	55.56	66.67	55.56	77.78
7	55.56	66.67	61.1	77.78
8	88.89	94.4	55.56	72.2
9	50	61.1	61.1	66.67
10	38.89	44.4	72.2	83.3
11	38.89	50	55.56	77.78
12	50	55.56	44.4	72.2
13	55.56	61.1	50	77.78
14	44.4	66.67	55.56	66.67
15	55.56	55.56	44.4	72.2
16	38.89	61.1	61.1	88.89
17	66.67	50	38.89	77.78
18	72.2	61.1	33.3	55.56
19	38.89	44.4	66.67	94.4
20	55.56	55.56	50	66.67
21	55.56	55.56	55.56	77.78
22	50	61.1	44.4	72.2
23	66.67	55.56	50	72.2
24	61.1	61.1	55.56	77.78
25	55.56	55.56	50	83.3
26	50	55.56	55.56	88.89
27	44.4	50	50	83.3
28	50	55.56	38.89	88.89
29	50	50	77.78	88.89
30	44.4	50	55.56	83.3

Appendix 3: Expert Validation Form for Speaking Test

EXPERT VALIDATION FORM FOR SPEAKING

Direction: Please give your response by ticking a box representing your choice for each statement.

NO	STATEMENT	RESPONSE		NOTES (IF ANY)
		YES	NO	
1.	Is the prompt test clear?			
2.	Is the topic in the test appropriate?			
3.	Is the structure of performing clear enough?			
4.	Does the scoring rubric already assess the speaking aspects?			
5.	Is the description of the scoring rubric already clear?			
6.	Is the weight of each aspect already balanced?			

Comments:

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